

Teacher Help for Class Project (SAE)

The semester long class project was developed for an Introduction to Livestock class to give students an outside of class project into an aspect of animal science that interests them. This specific assignment targets all students to have an SAE project that can be graded in the class.

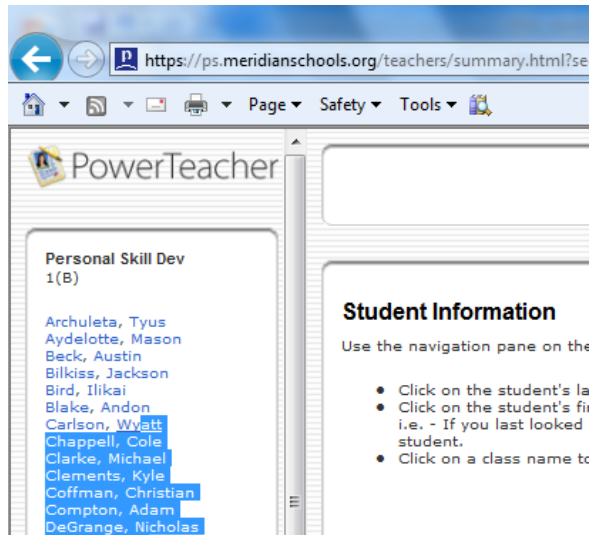
For this class the project was worth 20% of the final grade. Grading is largely done on students setting up the project, completing journal entries, meeting learning objectives, and presenting their project to the class. SEE Calendar of SAE Projects and Rubric.

The purpose of this document is to provide a brief overview on how this class project can be implemented and graded with minimal effort.

Getting Started:

Putting students onto the AET: SEE #2. Add Student Accounts (Accounts Section) on TEACHER HELP on the AET. <http://learn.theaet.com/F/learn/Teachers%20Getting%20Started%20Guide.pdf>

HINT: Adding students using PowerTeacher (may be similar to other programs)



Simply open up the class and copy and paste all of the names on the left into the Add Multiple Students option in the AET.

With other student management programs, you can do the following: copy the list of students by first and last name into Excel. The click on Text to Columns (under data tab in newer versions). Split the cells based on spaces. Check for crazy names to fix.

Example: "Trent Van Leuven" would be turned into 3 cells.

Next, between the first name column and last name column, insert a new column. In one cell in this new column type a comma and one space. Next go to the column after the last name and type the combine cells equation. SEE BELOW. Then copy the equation all the way down. You may then copy those cells and past it into the Add Multiple Students section on the AET.

A screenshot of an Excel spreadsheet. The formula bar at the top shows the formula =B2&C2&D2. The spreadsheet has columns A through F. Row 2 contains the following data: A: (empty), B: Allen, C: , D: Bob, E: Allen, Bob, F: (empty). Row 3 contains: A: (empty), B: Hall, C: , D: Tom, E: =B2&C2&D2, F: (empty). Row 4 contains: A: (empty), B: Bulger, C: , D: Brian, E: (empty), F: (empty). Row 5 contains: A: (empty), B: Bob, C: , D: Jim, E: (empty), F: (empty). Row 6 contains: A: (empty), B: Yormom, C: , D: Jane, E: (empty), F: (empty). Row 7 contains: A: (empty), B: Fields, C: , D: Sharon, E: (empty), F: (empty). Row 8 contains: A: (empty), B: Dover, C: , D: Ben, E: (empty), F: (empty).

	A	B	C	D	E	F
2		Allen	,	Bob	Allen, Bob	
3		Hall	,	Tom	=B2&C2&D2	
4		Bulger	,	Brian		
5		Bob	,	Jim		
6		Yormom	,	Jane		
7		Fields	,	Sharon		
8		Dover	,	Ben		

Adding Your Classes: Go to **#1. Course Builder (Profile Section) – on the AET**
<http://learn.theaet.com/F/learn/Teachers%20Getting%20Started%20Guide.pdf>

HINT: Have the class scheduled to start earlier and end weeks later than actual end date so that you can pull up all students in the class.

Introducing the Project to students:

Hand out C1-SAE Ideas Assignment (tailored to your class). Discuss the purpose of the project is to gain experience outside of class on something that interests them. Lay out basic expectations. Discuss possible projects.

Students put check marks on SAE project ideas that interest them (or create their own). Walk about the class and answer questions and help brainstorm. Instruct students that for this assignment they have to take it home and agree with a project with their parents/guardians (by circling the project) and have all parties sign it. When the paper comes back, have them write down their project idea and keep the paper on file. (Parent: Why does my child have to raise chickens in the garage by next week? Teacher: Is this your signature? Parent: Johnny is in SO much trouble!)

Additional Resources for creating an SAE project:

- The AET *Students Getting Started “The First Day”*
<http://learn.theaet.com/F/learn/Students%20Getting%20Started%20Day%201.pdf>
- National FFA Organization *List of Project ideas*
<https://www.ffa.org/documents/SAEIdeas.zip>
- National FFA Organization *Powerpoint on what is an SAE Project*
https://www.ffa.org/documents/sae_tch_intro.zip

Setting up the Profiles:

Instruct students which areas of Profile to fill out. Especially tell them to fill out the Resume section. Students MUST select the right class in order for you to pull up all of their journal entries simultaneously. For grading, it is usually easier to have the student show you everything he or she did instead of trying to wade through all of them yourself. This is also the time to discuss your expectations for course journal entries and to have them write a couple. Tell students to change their password. (“If someone logs-in and deletes info, you fail”)

Additional Resources for creating an SAE project:

- *Students Getting Started “The First Day”*
<http://learn.theaet.com/F/learn/Students%20Getting%20Started%20Day%201.pdf>

Setting up the SAE Project:

Walk students through creating their project in the AET. This is where they complete C2 on paper (best if before going to a computer lab) and on the AET. Grading: Have them turn in paper copy and have them show how it is completed online.

Additional Resources for creating an setting up SAE Project using the AET:

- Selecting an SAE and Creating the Experience
<http://learn.theaet.com/F/learn/Selecting%20an%20SAE%20and%20Creating%20the%20Experience.pdf>
- Plan help for each category!
<http://learn.theaet.com/default.aspx?ID=7449&S=1>

Experience Relate Journal Entries:

Instruct students on expectations. Journal entries should usually be related to Learning/Financial Objectives found in SAE plan. They are doing this project to meet those objectives and they will be graded accordingly. They will cite specific journal entries to demonstrate how they met their objective. Discuss transactions with students and your expectations. Discuss Portfolio and importance to load pictures and etc for future assignments.

Additional Resources for Journals:

- The AET *Journal Help* See video.
<http://learn.theaet.com/default.aspx?ID=7665>
- The AET *Finances Help*. See video.
<http://learn.theaet.com/default.aspx?ID=7666>

HINT: Give students some time to write on paper some basic stuff going on in class and with their project so they don't forget. Ask students if they have anything to share about their project at the start or end of class. Then tell them to be sure to put it into their journal.

HINT for Grading: Go to the Reports Tab under Chapter account. You can click on Journal list and bring up individual classes (because you logged the class in and students signed up for them on the AET). It should look something like this.

Student Journals

The screenshot shows the 'Student Journals' interface. On the left, there are filters for 'START Date' (8/7/2011), 'END Date' (8/18/2011), and 'Activity Type' (Experience-related Activity). On the right, there is a 'Student Finder' window showing a list of students, with 'S Wilder 3A' selected. Below these filters is a table with columns: Date, Student, Description, and Hours (In/Out). The table shows one entry for 'Lockwood, Dillon' with a description of '/'.

Date	Student	Description	Hours (In/Out)
	Lockwood, Dillon	/	

Take note that you can set up the time frame that you pull journal entries and you can select which types of activities you want to be shown. This is how you can do a separate grade for a course entry and a SAE entry.

You could also just click on the Student/Grading Activity Report and grade journal entries based on logins and on hours if you want to grade based on that.

SAE Justification:

This is the section in which students can grade themselves on their ability to meet their objectives. Students should cite specific journal entries to demonstrate that they met each objective. Students should also have loaded pictures on their portfolios. They will summarize these pictures on C4. Students then give themselves a grade along with an adult that can vouch for their work. Some students are hard on themselves. Tell them if they think they might be hard on themselves, to simply make note for you to consider their grade in more detail.

Presentation:

This is by far the best part. Use these presentations to generate excitement the following year. Students can get very creative if given some room to work with. Have students load these PowerPoint's on their portfolio on the AET in order to get them all opened quickly. This brings public speaking and leadership into the class curriculum.